Developing Soft Skills for the Work Readiness in Industry of Vocational High School Students

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Abstract

The development of the vocational high school (VHS) students' soft skills is urgent to prepare the graduates to be ready in the field of work which always changes and varies. This study aims to: (1) find out a model for developing the soft skills of the VHS students to make them possess work readiness in industry; (2) investigate the manifest capability of the soft skills development to reflect students' work readiness; and (3) investigate the contributions of the soft skills development to the work readiness in industry of the VHS students.

This study was a research and development study consisting of (1) a model design through FGD, Delphi, and expert validation; and (3) model tryouts through an individual tryout, a small-scale tryout, a large-scale tryout. The research subjects comprised VHS students in the Province of Yogyakarta Special Territory. The model fit was analyzed using the analysis of Structural Equation Modelling (SEM) by means of the LISREL 8.71 software.

The results of the study are as follows: (1) a development model for VHS students' soft skills can be made based on the high level of agreement among experts, the instruments' high readability for students, the good implementation of the learning scenario that satisfies the dimensions of the soft skills development; (2) the effectiveness of the model based on the results of the measurement of the exogenous latent variables shows a high category in work motivation (81.15%), work commitment (65.57%), and work appreciation (62.30%), while work ethos (67.21%) and work culture (52.46%) are in the moderate category; all work readiness aspects of 2.89 are strong enough as a work readiness indication; and (3) the contribution of the soft skills development to VHS students' work readiness in industry is 67.8%, shown by the value of t-val (0.824) which is higher than t-table 1.96, which is significant. Therefore, the soft skills development model is capable of equipping VHS graduates with work readiness in industry.

Keyword: soft skills, work, VHS

1. Introduction

Implementation of VHS that aims to prepare students for work yet to be realized in an optimal, it can be seen from the percentage of unemployment by level of education [1], indicates the level of open unemployment vocational school graduates in 2011 is still relatively high. The absorption level of vocational graduates in the workforce is still low at only 60% of vocational school graduates who can absorb employment [2], further explained that the vocational school graduates are not all work in accordance with the direction you occupied during the SMK.

One of the specific data that indicate the level of absorption graduates of vocational skills program fashion student survey data S3-UNY PPs PTK 2008 at VHS 6 graduate of Yogyakarta. Vocational school graduates absorption rate fashion expertise has decreased quite dramatically in 2009, when the demand of the purchaser (buyer) to the world of garment products continues to increase. This is evident from the garment industry job opportunities in the province of Central Java that was published in the Daily JogloSemar (February 2, 2008) 30,000. These conditions indicate the existence of the gap between labor market demand with labor supply availability of vocational education institutions.

Survey data to the garment industry in the region Bawen Semarang, Solo Sukoharjo, and Sleman Yogyakarta, all (100%) stated that the quality of vocational program graduates expertise of fashion, less confident, less able to adapt to work environment, and not ready to face a variety of changes and challenges, so it can not compete with labor that is not from VHS but competitive, fighting spirit, and mental work better.

Vocational education and training in the charge still left the basic values and character development work attitude [3], the explanation that, the world's schools do not recognize failure as a financial loss, the world's schools used to relax, do not know the delivery time, and the world of school less familiar with the sense of quality because the

work is not related to the market. Further explained that the habits and behavior of the above in turn shape the attitudes that undermine quality of vocational school graduates, like insecure, undisciplined, and irresponsible.

School world conditions different from the world of work, but work needs to be invested in the characters from the incoming vocational students.Industry competition and trade in general will always refer to the factor of price, quality, design, time of supply, marketing, and service. This is determined by the quality of human resources is considered a central point of the power of the organization's existence[5].

Candidates' qualification required in addition to the working world of science and skill requirements (hard skills) is also a series of skills that are referred to as soft skills. Hard skills are the mastery of science, technology, and technical skills related to the field of science. Meanwhile, soft skills are the skills a person in their dealings with others (interpersonal-skills) and skills to manage themselves (intrapersonal-skills) that are able to develop to maximum performance [6].

The importance of soft skills as a condition of success in the world of work can be seen from searching online recruitment company (http://acecnews.blogspot.com/2008/03/ungaran-sari-garment.html). The most frequent requirement is raised to potential workforce is: "... communicative, team work, working with the target, high motivation, willing under pressure, able to work overtime,..."The terms are necessary considering the system work in the garment industry using lean manufacturing is a concept with a systematic approach to eliminate waste by increasing the activity provide added value to take remedial action continuously [5].

Fundamental principles used in lean manufacturing system that is working "kaizen" slogan of the workings of the Japanese emphasis on Seiri, Seiton, Seiso, Seiketsu and Shitsuke (5S). In order to achieve quality, cost, and delivery to meet customer satisfaction, industry is also implementing the three main systems, namely: total quality control (TQC), total productive maintenance (TPM), and the system of just-in-time production (JIT) [7]. Vocational students who will enter the working world have carefully readiness aspects required to support the work smoothness.

Development of soft skills that vocational students is done to meet the urgent needs of the vocational school graduates in the world of user-oriented work on productivity, quality, and service. This is a major challenge for vocational education institutions to prepare students with the best before entering the workforce are not only skilled but can work with confidence, responsible, disciplined, meticulous, careful, workmanlike, and neatly, so as to compete with the power foreign labor to freely enter the labor market of Indonesia. The purpose of this study was to: (1) find a model of the development of soft skills that can provide job readiness skills program vocational students of fashion in the garment industry, (2) determine the ability of the manifest reflects the development of soft skills in students' work readiness, and (3) know the contribution development of soft skills for work readiness skills program vocational students in the fashion garment industry.

2. Soft Skills for the Work Readiness in Industry

Development of soft skills is one strategy to equip students with the job readiness of an emphasis on aspects of mental and emotional maturity that match, as well as the attitude in dealing with the situation in the world of work. The situation is very different from learning in school to work in industrial situations, then equip the readiness of the work in the process of vocational education in not only the aspects of hard skills, but needs to be given briefing on the soft skills aspects in a balanced way.

That, "labor as human resources are the unique elements of production compared with other production elements"[8]. Is almost unique because it has elements of an active personality, emotional, responsive, and critical of every phenomenon that it faces.Elements of this personality in the world of work is known as soft skills: the ability to distinguish non-technical person to another even though their technical capabilities (hard skills) together. Soft skills a person will appear at the time of his activity and interacts with its environment. Force production is not solely based on the presence of existing technology, but because of the encouragement of people to ability. Soft skills so as to position the human element that has a system supporting the production of psychological strength.

One feature of the work culture in the garment industry in the production are intimately associated with the target quality, cost, and delivery to meet customer satisfaction, so that the garment industry to implement the three main systems, namely: total quality control (TQC), total productive maintenance (TPM), and the system of just-in-time production (JIT) [7]. Characteristics of the production work on a specific garment industry is the Kaizen work culture that is fundamental to the success of competitive advantage of Japanese products in the world, which means continuous

improvement and doing development in total and by involving all elements of the existing potential.

Before doing an activity of work would require a readiness, both physically and psychologically. Job readiness for vocational students is important, because after graduating from the school will immediately face a higher level of life is work. Readiness is a willingness to provide responses or reactions arising from a person who is a point of maturity to accept and practice a particular behavior [9]; [10]. Readiness as the overall condition of a person who makes it ready to respond or answer a certain way includes three aspects, namely: (a) the physical, mental, and emotional; (b) the needs, motivations, and goals, and (c) the skills and knowledge studied [9].

A sewing operator must have the technical and soft skills to smooth it works. Even Robert Jordan [11]states that "workers (sewing machine operator) have to be multi talented to be Able to work steadily," which means that the work on the sewing operator requires more capabilities than just sewing skills, but the other skills that are mentally unstable to be able to work with. Vocational students are prepared to work in the industry should be provided with soft skills that match the characteristics of his work because later will be in a different working environment with the school environment.

3. Research Framework

The development process is built by a variable soft skills: (1) work commitment, (2) work ethic, (3) appreciation of the work, (4) motivation, and (5) culture that supported the device worksheet that charged kaizen, JIT, and QC through the procedure and practice of learning scenarios. Soft skills are expected to equip the students obtained work readiness in this study represented by the variable self-confidence, responsibility, discipline, honesty, obedience, fighting spirit, communication, cooperation, competitiveness, and leadership.

The first phase, building a work commitment is the key to a successful, first and foremost, the commitment is a strong work ethic, an openness to learning and a strong drive to do the best job. Dimensional measurement of work commitment in the show by the readiness, willingness, confidence of students to carry out the tasks to be done in learning the practice of sewing the clothing industry to implement a working system, which includes kaizen (quick, clean, neat, patient, and diligent), quality control, and just-in-time.

Stages of building a work ethic through practical learning activities in the simulation as a teaching method to simulate an act or a role. Form of role-playing simulation (role playing) is done by creating a situation and working conditions in the industry, the teacher plays a role as a supervisor and the student as a sewing operator.

The third phase, build appreciation of the work that students understand, enjoy and appreciate the work field as a meaningful activity for themselves and others. Dimensions of students' level of appreciation of the work of the field work is measured by: (1) understand the job, (2) appreciate the workings of an effective and efficient, (3) enjoys the field work, and (4) appreciate fashion products it produces.

The fourth stage, build motivation. Teacher motivation student work done through the application of the bonus value on quality work and on time, pay attention, guidance, and praise to students who do a good job and a reprimand to the student who does not work according to the procedure. So their motivation for working in the development of soft skills in the teaching practices implemented in five dimensions operationalized into a measurement that is: (1) attendance, (2) attention, (3) persistence, (4) hard work, (5) thoroughness, and (6) achievements.

The fifth stage of building a work culture through habituation (practising), the students get used to the way work is patterned kaizen system work in practice each of the learning process. Target to habituation in the implementation of kaizen, are: full participation in developing good habits and keep the rules, communication and feedback as a daily routine, do kaizen, communication and feedback, individual responsibility, and practice good habits. Behavior is repeated infinitely, more and more embedded in the custom later became a part of nature and personality.

Dimensions of behavior that is expected to emerge from the process of developing soft skills in the practice of learning is reflected by the variables: (1) confidence, (2) responsibility, (3) discipline, (4) mental toughness, (5) compliance, (6) power fighting, (7) honesty; (8) communications; (9) cooperation; (10) competitiveness; (11) adaptation, and (12) leadership.

4. Research Methods

This study classified the type of Research & Development.Method development scheme mix of David (2001) and Borg and Gall (1983).

Model of causality, exogenous development of soft skills is formed by the variables (x1, x2, x3, x4, and x5) then each variable will be explored with the inventory, while the endogenous variables to the development of soft skills will be established by 12 indicators (y1, y2, y3, ... Y12) which would then be extracted with 40 inventory.

5. Model Development

Instruments used in collecting the data or information from the model of the development of soft skills is to inventory, observation, and interviews. The evaluation of the ability to manifest in reflecting variael tested by confirmatory factor latent analysis (CFA). In interpreting the results of the study, used standardized factor loading or the Lambada parameter (λ). Assessment Criteria load factor (factor loading) are presented Rindon& Ferguson [10] that λ > 0.50 very significant, but if you still > 0.30 those items can still be considered for use. Ability shown by the coefficient lambda-owned, and significanceas manifest by the counted value of t of the test instrument with LISREL 8.71 path diagram obtained confidence models (Standardized Solution).

Insrumen validation results using the CFA show all manifest the latent variables are declared valid by a t-value signified > 1.96 which means that all the manifest that is used to reflect the latent proven to function properly, so it is not made manifest in the removal or replacement of a questionnaire. Manifest latent variable has a coefficient of construct reliability ≥ 0.7, indicating that unidimensi be declared reliable.

Model validation method used is a Focus Group Discussion (FGD) and the Delphi technique. The prototype model of the development of soft skills and the dimensions and indicators generated from the FGD is then used for the Delphi technique and understanding in order to get input from experts.Resume the execution of FGD is as follows:

Table 1. DimensionsandIndicators ofDevelopment ofSoftSkills

No	Dimensiondevelopment of soft skills	Indikator	Dimensionwork readiness	Indikator
1.	Commitment	a.Willingnessto follow thework rules b. Working timeagreement c. quality-oriented d. willingness tobe honest e. The willingness ofcooperation	work readiness	a. confident b. Responsility c. Dicypline d. Mental e. Honesty f. persinstant g. Kepatuhan h. competion i. Adaptation j. Team work k. communication l. leaderhip
2.	Ethos	a.to worksincerely b. workcompleted c. workingspirit d. seriouswork e. Winningwork(qualified) f. workingoptimistic		
3.	Appreciation	a. understand the job b. appreciate the workings of an effective and efficient c. enjoys the field work d. appreciate fashion products it produces.		
4.	Culture	a. Kaizen b. *Quality Control* c. *Just in-time* d. honesty e. Team work		

a. Testing Model

Development of soft skills being applied in practice learning to be tested in advance through several stages as follows:

1) **Expanded trials**

The effectiveness of the development of soft skills acquired with the following results: RPP highest score on this aspect of objectivity; worksheet the highest score on the aspect of intensity, soft skills development methods the highest score in the aspect of objectivity and systematic assessment of soft skills development model obtained the highest scores on aspects of efficient, systematic, and intensity. The test results show that the effectiveness of the expanded phase of the model is effective in soft skills development practices in vocational learning.

2) **Exogenous Variables**

Score results of measurement of work commitment variables between 2:32 - 3.80 with an average of 3282. 2:32 is the lowest score of all participants are measured on a scale of 1-4 respondents to interpret the motivation level of less than moderate. While the highest score of 3.80 is a result that shows the respondents with high motivation. Average of 3282 shows in general from

all respondents already have a high motivation to work.

The results of measurements on other exogenous also get an average score of more than three on all variables, indicating the respondents already have a commitment, achievement, appreciation, and high culture.

Scores are relatively high, the work ethic has the lowest score, followed the work culture, job commitment, appreciation of the work, the highest score is the motivation to work. Departure from this sequence is sincerity, thoroughness, enthusiasm, seriousness, excellent spirit, and optimism in students' work as a priority aspect of the work ethic to be improved. The second priority is the cultural aspects of work: teamwork, just-in-time, quality control, honest and 5R (clean, neat, concise, patient, diligent).

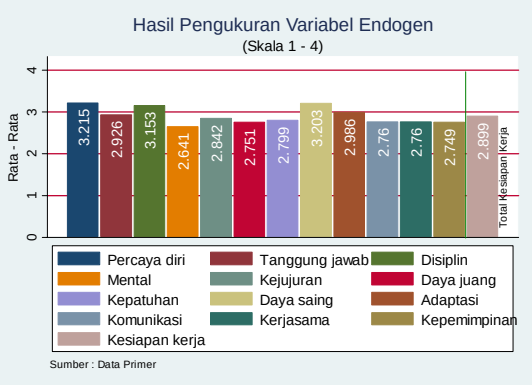

Figure 1. measurementsof endogenousvariables

3) EndogenousVariables(Work Readiness)

There are twelveaspects thatreflectthe workreadiness. The highestscores(>3)occurredin theaspect ofself-confidence, discipline, and competitiveness. Scoresbelow itoccursinotheraspects, with a range ofscores2749-2926. Toaspects ofthescoresof more than3indicatesa highresponsefromstudents, whileother aspectswith a scoreof lessthan 3andmore than 2.5indicatesa moderateresponse tothe above. All aspects ofworkingas aunitreadinesswasa score of2889,couldbe saidwas approaching3strong enoughtobe acceptedas an indication ofthe readiness ofthe workthat has beenprettygood. 122individualsfromthe majority ofparticipants are known tohave ajobreadinesscategorizedsimply bythe numberreached68.03%, muchlessthe next largestterkategorisasi16:39%, andhigh-low as much as13.93% and1.64%.

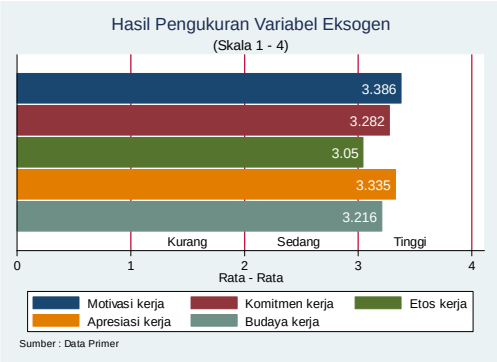

Figure 2. measurement resultsof the exogenous variables

4) Conformance Test Model

The test results obtained chi square coefficient of 224.60 with a probability (p) of 0000, the acquisition of p <0.05 indicates significant differences between the sample covariance with the model revealed that the population is less suitable. Chi-Square is an absolute fit index, which is sufficient basis to modify the model, for Goodness of Fit Index parameter can be found in the following table:

Tabel 2. *Goodness of Fit Index*

No	Index	*Cut of Value*	Hasil	Keterangan
1	Chi Kuadrat (p)	Kecil (p > 0.05)	138.72 (p=0.074)	Significant
2	CFI	≥ 0.90 (max 1)	0.9862	Significant
3	GFI	≥ 0.95 (max 1)	0.8812	Moderat
4	AGFI	≥ 0.95 (max 1)	0.8432	Moderat
5	RMSEA	≤ 0.08 (Min 0)	0.0400	Significant

Chi square value becomes 138.72 after repair models with probability (p) of 0074, changes in the probability (p) to more than 0.05 indicates there is no longer significant differences between the sample covariance with the covariance estimation, means that the model proposed has strong support from the sample to explain estimates or population.

Tabel 3. Functions in Soft Skills Development Model

Fungsi		Endogen	Eksogen	β	β ²	t-val	Ket*
Confirmatory Factor Analysis (CFA)	Soft Skills Development	*Soft Skills* (x)	Commitment	0.331	0.110	Reff	Sig
			Ethos	0.412	0.169	4.245	Sig
			Appreciation	0.302	0.091	3.680	Sig
			Culture	0.321	0.103	3.797	Sig
			Motivation	0.252	0.064	3.313	Sig
	Work Readiness	Work Readiness	Confidence	0.592	0.350	Reff	Sig
			Responsibilities	0.625	0.391	5.669	Sig
			Discipline	0.585	0.342	5.395	Sig
			Mentality	0.556	0.309	5.187	Sig
			Honesty	0.570	0.325	5.287	Sig
			Daya Juang	0.653	0.426	5.852	Sig
			Compliance	0.496	0.246	4.728	Sig
			Competitiveness	0.730	0.532	6.327	Sig
			Adaptation	0.711	0.505	6.214	Sig
			Communications	0.546	0.298	5.089	Sig
			Team work	0.757	0.573	6.470	Sig
			Leadership	0.572	0.327	5.278	Sig
Struktural		Work Readiness (y)	*Soft Skills* (x)	0.824	0.678	3.088	Sig

a. Confirmatory Factor Analysis Soft Skills Development

Latent variable soft skills development built by the five manifest, all characterized by significant t-value of more than t-table (1.96). The first function to the fifth of each manifest can be written as follows:

Commitment = 0331 Soft Skills ..... R ² = 0110
Ethos = 0412 Soft Skills ..... R ² = 0169
Appreciation = 0302 Soft Skills ..... R ² = 0091
Culture = 0321 Soft Skills ..... R ² = 0103
Motivation = 0252 Soft Skills .... R ² = 0064

Coefficient in the equation describes the ability to reflect on the development of soft skills. Manifest commitment reflects the soft skills can work for 0331, meaning that for every one unit capable of reflecting the commitment of soft skills by 0331. This capability is in the form equivalent to 11.0%. Interpretation of the coefficient on the manifest commitment applies to the other manifest. So it can be explained further that, work ethic is the most powerful reflectors used for measuring the development of soft skills, ability to reach 16.9%, and then sequentially from the most is the commitment, culture, appreciation and motivation to work.

b. Confirmatory Factor Analysis Work Readiness

There are twelve manifest that build job readiness latent variables, all have t-value of the t-table indicates significant. First to the last function can be written as the following equation:

Confidence = 0592 Work Readiness .... R ² = 0350
Responsibilities= 0625 Work Readiness. R ² = 0391
Discipline = 0585 Work Readiness ..... R ² = 0342
Mental = 0556 Work Readiness ..... R ² = 0309
Honesty = 0570 Work Readiness ..... R ² = 0325
Power = 0653 Work Readiness ..... R ² = 0426
Compliance = 0496 Work Readiness ..... R ² = 0246
Competitiveness=0730 Work Readiness R ² = 0532
Adaptation = 0711 Work Readiness..... R ² = 0505
Communications=0546 Work Readiness R ² = 0298
Partnership = 0757 Work Readiness..... R ² = 0573
Leadership = 0572 Work Readiness..... R ² = 0327

Manifest of competitiveness seems to have the lambda coefficient for 0730, interprets the competitive ability could reflect on the subject of work readiness for 0730, or 53.2%. This is seen most strongly manifest in reflecting. While the weakest is manifest reflects compliance by 0496 or 24.6%.

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c. Characteristics of Soft Skills Development Model

The main characteristics of soft skills development model, namely:

1) The model is implemented in an integrated learning practices in any other time so it does not require out of hours learning.
2) The model is to develop students' soft skills for work readiness in the garment industry through the stages of building a work commitment, work ethic, an appreciation of work, work culture, and the readiness of the implementation work is supported by the worksheet

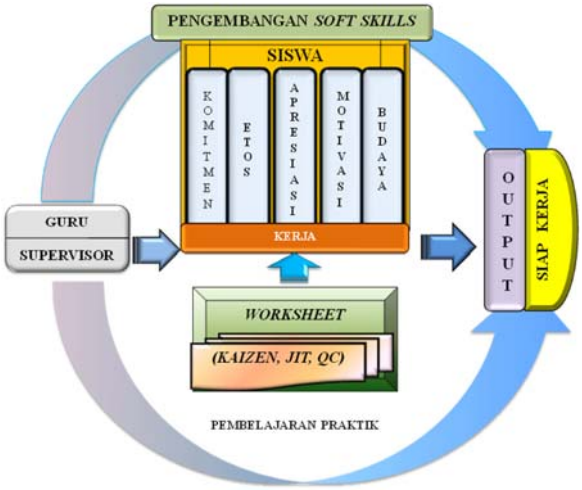

Figure 4. Model Development of Soft Skills for Job Readiness

Based on the empirical results of the trials, the model of the development of soft skills in the practice of learning has advantages, as follow:

1) This model can jointly develop soft skills and hard skills of students in a balanced and sustainable;
2) To encourage teachers and students to make improvements and increase the quality of work through continuous quality control;
3) This model builds confidence, responsibility, motivation, discipline, in preparation foray into the world of work;
4) To establish good working communication between teachers and students;
5) Can build commitment and responsibility in a professional teacher in providing student work readiness supplies in the industry;
6) It can provide insight and experience working in the garment industry through simulation work by implementing a working system of kaizen, JIT, and QC.

6. Analysis of Soft Skills Development Model Results

Model development of soft skills is a process that uses step procedure that includes: work motivation, job commitment, work ethic, work appreciation, work culture, and reflections, which are integrated in the learning practices.

a. Phase building work motivation, work effectively to develop students' motivation. Student motivation obtained from a questionnaire developed shows the results: attendance, attention, perseverance, hard work, and thoroughness and achievements. These results indicate that the procedure can build the motivation work motivation work vocational students.

b. Phase building work commitments, effectively develops students' work commitments. Building stage of the work experience gained commitment from the student questionnaire was developed showing the results: the willingness to follow work rules, working time agreements, quality oriented, honest willingness, and willingness to cooperate. These results indicate that the procedure can work to build commitment to foster students' vocational work commitments.
c. Phase building work ethics through work simulations, effectively develops students' work ethic. Simulation phase of work experience students gained from the questionnaire responses of students who show the results: Work sincerely, work completed, work morale, serious work, work superior (quality), and works optimistic. These results indicate that the procedure to simulate the work can foster students' vocational work ethic.
d. Phase meaning of work, effectively develop students' appreciation of the work. Interpretation phase of work experience students gained from the questionnaire responses of students who developed shows the results: students understand the tailoring must be accompanied tenacity, thoroughness, and accuracy, appreciate sewing tasks, like tailoring, so do not be a burden sewing job requires good mental condition, and appreciate the work of sewing as an important work in the manufacture of clothing. These results indicate that the meaning of work procedures can develop students' appreciation of vocational work.
e. Phase of habituation, effectively developing a culture of student work. Habituation phase of the learning experience in practice obtained from questionnaire responses of students who developed shows the results: the students have a better work habits by implementing kaizen culture (clean, neat, concise, patient, diligent), culture of quality control, just-in-time culture, honest culture, and cultural cooperation. These results suggest that the habituation phase to develop a culture of vocational students.
f. Development of soft skills in teaching practice can provide work readiness of students who are viewed from the level: students are more confident, disciplined, honest, responsible for the completion of tasks, working, struggling helplessly, to compete, and have better leadership. These results indicate that the development of soft skills in teaching practice can provide soft skills aspects of vocational students of fashion expertise to the program of work readiness in the garment industry.

7. Conclusion

The conclusion is the answer to the objectives and research questions have been formulated in research and development.

a. The development of soft skills found in effective teaching practices that provide job readiness skills program vocational students of fashion in the garment industry, based on: the level of agreement among experts that high, the legibility of the instruments by the students is high, very well and learning scenario in fulfilling the development dimension of soft skills: (1) commitment to work, (2) work ethic, (3) motivation, (4) appreciation of the work, and (5) working culture. In this case the teacher acts as a supervisor who is supported by the device worksheet charged Kaizen, Quality Control (QC), and Just in Time (JIT).
b. The results of measurements on the exogenous variables have a mean score of more than 3 to indicate the respondents already have a commitment, achievement, appreciation, and high culture. Work motivation is high (81.15%), work commitments (65.57%) and appreciation of work (62.30%) also has a characteristic distribution with a majority of the high category. While the work ethic (67.21%) and culture (52.46%) majority categorization enough. Of the 12 aspects of work that reflects readiness. The highest score (> 3) occurred in the aspect of self-confidence, discipline, and competitiveness. Scores below it occurs in other aspects, the scores range 2.75 - 2.93 (range from a maximum score of 5). All of these aspects as a whole was the work readiness score of 2.89 could be said was approaching 3 strong enough to be accepted as an indication of the readiness of the work that has been good.
c. Contribute to the development of soft skills for work readiness of vocational students in the garments industrialization of 67.8% shown by the relationship between variables soft skills and job readiness to form the following equation

Job readiness = 0824 Soft Skill ... R^2 = 0678

Interpret the above equation for each increase of one unit of soft skills to improve job readiness for 0824 equivalent to 67.8%. Contributions can be quite large because it is more than moderate (50%). significancy trustworthy also be seen from the t-val (0824) that more than t-table at 1.96.

8. Implications of Research

Based on the findings noted above, some of the implications that can be input and concerns:

Judging from the high demand of labor in the garment industry vocational program graduates expertise of fashion will have an impact on the preparation of candidates for employment in accordance with the needs of industry. For that responsibility, and the foresight of the manager should really be able to answer this challenge into an opportunity. The findings have implications for the curriculum in vocational skills program of fashion in 2004 should be reviewed because it only directs students to the competence "custom mode". Curriculum development should be able to equip students with competence in accordance with the needs of the labor market that is likely more widespread in the development of his career.

9. Utilization and development advice More Products

a. For Schools (VHS) can take advantage of this model for the development of soft skills of students so that graduates have the soft skills that fit the needs of the working world.
b. Suggested model of the development of work-based soft skills can be utilized not only in vocational education (formal), but can also be applied to non-formal education such as the Institute for Educational Skills, Training Center.
c. Teachers are advised to practice in vocational learning, to be a pioneer in the application of soft skills development model of practice in learning and socialize advantages and benefits of the application of soft skills development MGKMP program expertise in fashion.
d. Policy-makers to the Ministry of Education and Culture is associated with secondary vocational education (PSMK), would be able to follow up the results of this study in order to realize the paradigm of demand-driven, so it can be found right key indicator to be developed in the process of learning in vocational education-based because demand driven and flexible to change with the times.

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